MIDDLEBURY COLLEGE

# *Your Family and Middlebury*

Sent by the College to
Middlebury Parents and Friends

## Parents' Weekend 1964

On our cover are a few of the many photographs taken during the highly successful Ninth Annual Parents' Weekend in October. Pictured are: (upper right) Dr. and Mrs. George Cushman and daughter Candy, '68, before the football game with RPI; (center) President and Mrs. James I. Armstrong greet Dr. and Mrs. Frank Adshead; Mr. and Mrs. Robert E. Lane, daughter Robin, '67, and Jon Stolk, '64, during pause between activities in the lounge of Redfield Proctor Hall; (bottom) Mr. and Mrs.Howard S. Thomas and daughter Robin, '67, at the faculty reception; Mr. and Mrs. George Westervelt and son Thomas, '67, watch Middlebury win the football game at Porter Field.

Mr. and Mrs. Willard G. Rouse of Baltimore, Md., were selected as co-chairmen of the Parents' Committee during Parents' Weekend.

Thirty educators have sons and daughters in the freshman class. Fourteen research physicists and chemists also have children in the Class of 1968. Among the fathers engaged in education on the college level are a president, an assistant to a president, a dean of students, a librarian and fifteen professors including a faculty dean, a department chairman, and six who teach in graduate schools of business, law and medicine. Among the secondary school level fathers are a state educational chief, a high school administrator, two high school principals, four high school teachers and a private secondary school headmaster. Also included are teachers of Latin, English, chemistry and biology.

A Richard C. Rapp Memorial Football Award has been established by the 1963 Middlebury College football team. The award, a bronze plaque, honors the late first string center of the team, a member of the Class of 1964, who died in an automobile accident in August 1963. The plaque will be presented annually to the senior lineman who has best demonstrated his determination to excel in his position. The original plaque will remain in the Memorial Field House to be enscribed each year with the name of the recipient. Replicas will be presented to the winners.

As Your Family and Middlebury goes to press, the varsity football and soccer teams have the following record: (football) Middlebury 6, Wesleyan 7; Middlebury 20, WPI 0; Middlebury 0, Williams 23; Middlebury 15, Bates 12; Middlebury 38, RPI 0; Middlebury 0, Norwich 0; Middlebury 0, Vermont 12; (soccer) Middlebury 4, Vermont 1; Middlebury 2, Dartmouth 3; Middlebury 1, Springfield 0; Middlebury 2, MIT 1; Middlebury 7, Union 2; Middlebury 2, St. Michael's 0; Middlebury 6, RPI 0; Middlebury 4, RPI 0; Middlebury 3, Coast Guard 0; Middlebury 3, Norwich 2.

The Middlebury Chapter of the Alpha Tau Omega fraternity has unanimously voted to initiate procedures to withdraw from the national fraternity because of restrictive membership requirements. The chapter plans to reorganize as a local fraternity. The action stems from unsuccessful appeals over a number of years by the Middlebury group to the National organization to change its position in regard to membership.

Dr. James I. Armstrong, president of the College, was elected president of the Vermont Higher Education Council at an October meeting of this association.

# Parents' Weekend 1964

## Welcome to Parents

*By* Willard G. Rouse,

*Co-Chairman of the Parents' Committee*

It is my great pleasure to welcome the Parents of Middlebury back for the Ninth Annual Parents' Weekend. And a very special welcome to the parents of the Freshman class. You are now participating in what has proven to be to Mrs. Rouse and me a delightful opportunity and a thoroughly enjoyable occasion.

We love Middlebury deeply, sincerely and with good reaon.

How can I in a few minutes convey to you why we love Middlebury so. Flying here we started listing the words that describe why we feel about Middlebury as we do—Middlebury isn't an institution in the usual connotation. It is a personality, a character, a being—alive—a way of life. It has a *soul*, a deep vibrating thoroughly decent soul—reflected in the attitude that the people here have toward each other.

Middlebury also is a climate (not just a New England climate) but a climate that creates warm feelings between individuals and groups. Here the attitude of Senior toward Freshman is one of a proud and interested older brother or sister with a desire and a willingness to "lend a hand" over the "tough spots." In turn the Freshman's reaction is one of loyalty, admiration and even a wee bit of respect. He has been made to feel "welcome" and "at home." On our first visit here we were pleasantly amazed to discover how freely professors and students mixed with each other in the Crest Room. A student joined a group of professors as naturally as he might have joined a group of students. In actuality he was joining a group of friends. How fortunate for both student and teacher that this relationship prevails.

Many institutions brag of their "code of ethics," their honor system, or their high standards. At Middlebury these characteristics are taken for granted—*but* there also pervades the life here an atmosphere of decency—decency in personal behavior—decency in the treatment of others. This is best exemplified in the boy and girl relationship. Nowhere have we ever seen a more natural, a healthier or a happier relationship between young men and young women.

But Middlebury as a living organ hasn't forgotten its main function as a place of learning. Here students are inspired to seek the truth, unhampered by rigid philosophies or intellectual snobbery and are encouraged by association on a "person to person" basis with their professors and with other students.

President Armstrong expressed far more ably than I can this characteristic of Middlebury when you may recall he said to us on this occasion last year:

"First, I think there must be something contagious about the teacher. His personality will so affect, so engage his students that he will infect the student with the importance and indeed the excitement of learning. There is no stereotype here; no two teachers are contagious in just the same way, and thank heaven! Yet the contagion of the genuine teacher is quickly recognized by the student."

Yes, President Armstrong, the desire to learn, to seek the truth, is contagious, at Middlebury.

But of all the characteristics of Middlebury and others whom we love—the greatest measure is "the spirit."

The Spirit of Middlebury is unsurpassed. It expresses itself in this luncheon (so well planned and ably served) on parents' weekend (what other experience is as delightful and as stimulating)—on the athletic field (win or lose)—in the classroom—and in Proctor Hall,—at the social functions—on the ski slopes and most importantly, in the Chapel. This spirit of friendliness, of decency, of dedication, of inspiration, of independence, of high standards, permeates this entire community.

Can't we justifiably say that our God above has truly placed his blessings on this community and shouldn't we all thank Him each day that our children are a part of this Great Spirit.

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## The Student-Teacher Relationship

*By* Professor Karl L. Anderson

You are here as the parents of students at the beginning of their college experience. I am here as a teacher, not a teacher of any freshman classes, it is true, but still a teacher. There is, therefore, one topic in which both of us have an immediate interest. It is this one which I have chosen. My topic is the student-teacher relationship. And I want to discuss this topic with you, not as a mechanical matter of class hours or reading assignments or grades or the like, but more particularly as a matter of philosophy, a matter of how we are to (*Please turn to next page*)

*Excerpts from a talk offered to parents of freshmen at Wright Memorial Theatre during Parents' Weekend.*

think of this relationship in our minds. What conception are we to have of the student-teacher relationship? What, from that standpoint, is its nature?

I like to think of the student-teacher relationship as a relationship of two people engaged in a common enterprise, the enterprise, namely, of learning. It is true that they are engaged in different ways, or at least they may seem to be, especially at first. The student is likely at the beginning to think of his teacher as a person some distance removed, an evasive and bewildering person, a person apparently more intent upon confounding than he is upon simple enlightenment. The teacher, on his side, is likely to think of his student as a young person very much in need of enlightenment—if only he knew how to provide it! He, the teacher, would very much appreciate some simple enlightenment himself! He has the advantage, it is true, of a rather larger mass of information than the student is aware of and he has worked his way to a position in which he has an "understanding" of sorts, an "intellectual command" as I call it, over some of that information. Given time, he will try to guide his student toward a similar sort of position. But if he is truthful with himself he knows that his information is very meagre and that his command is precariously shaky. Student and teacher, I mean to say, are in exactly the same condition. The condition may obtain at different levels, of course, but it is nevertheless the same condition. I state this as a fact, because it is a plain fact. And even though a teacher should be able to respond to the condition in ways more sophisticated than could be asked of his student, the fact holds. Stated in another way, the fact is that student and teacher are in exactly the same plight.

It would be highly unrealistic to suppose that this fact is always recognized. Ordinarily it is not recognized, either here on the scene of action between the student and teacher, or elsewhere—wherever at large such matters might be talked about.

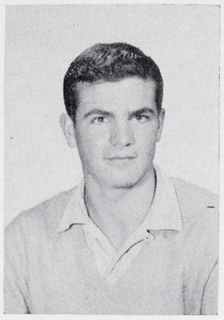
On the scene, that is in the academic institution itself, perspectives are more than likely to be grossly shortened by proximity and, in the process, things become distorted. That element of distance between the student and teacher to which I alluded a moment ago tends to intrude; and, even in a small college in which, as here, the traffic between them becomes very intense, that element can intrude so prominently as to block the view for both.

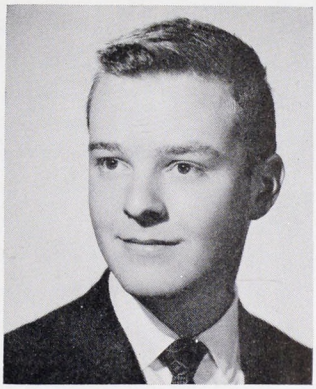
It is only too easy for the student, especially if he is attentive to business, to see that he knows very little while his instructor seems to be filled with knowledge. To him, the instructor is an "authority" on his subject. It is equally easy for the teacher, expert as he is in his chosen field and giving instruction to novices who know next to nothing about it, to notice most of all the same obvious contrast. But if he is seriously a teacher, it bothers him. He wants his students to get to know something about his subject, the more the better. He wants to know more about it himself, so as to be able to teach them more. And he tries to do something about it. It bothers the student, too, and he also in his own way tries to do something about it. I speak of an *attentive* student and a *serious* teacher. There are other kinds, but this is the only kind worth talking about. They do not have to be brilliant for the interaction to operate. They need only be business-like. So they get to work. And that is all to the good.

But I question whether their work can be really fruitful when it proceeds only on a basis of the kind I have described. To regard the business of learning only as a matter of narrowing the difference of proficiency between student and teacher is to entertain a most inadequate notion of learning. It is a notion so widely prevalent, however, both on the scene and at large that it demands attention. It is a notion that misapprehends the central objective of academic effort.

It is important to be very specific about what the notion is. It is actually a pair of closely related ideas. The one is the idea that there exists some "recognized" or "established" accumulation of knowledge. The other is the idea that learning consists of becoming familiar with that accumulation. The association of these two ideas constitutes the underlying notion. It is with this notion that many children enter the first grade in school—how could it be otherwise with them? There are so many elemental things for them to learn! But it could be otherwise, and it should be with seniors graduating from college. And surely it is not too hopeful to wish that it might even be otherwise with freshmen? Because the notion is manifestly false in both parts.

I appeal to my own field of study for justification. Economics is the only thing I can pretend to know anything about and the only thing I am qualified to talk about—if, indeed, I can feel confident even about that. What we are teaching in our classes in Economics today is fundamentally different from what I studied in college. I have in my office copies of the textbooks I studied then in my first course. Some of you might know them: *Bye's Principles of Economics* and *Taussig's Principles of Economics*, excellent texts both of them. Yet, as I read them today they seem foreign; they belong to some other world. The same thing is true of most of the texts I used in graduate school and in my first years of teaching. We still have our students read a few of these books, but only to see what Economics has had to go through in reaching the present state. The (*Please turn to page 14*)





# Why the FRESHMEN Picked Us

*Freshmen pictured on these pages are representative of the members of the Class of 1968 who came to Middlebury from thirty-five different states and nine foreign countries.*

"If I had to create a small liberal arts college, this is how I would do it!" These words by a freshman pay as sincere a tribute as Middlebury College has received in its one hundred and sixty-four year history.

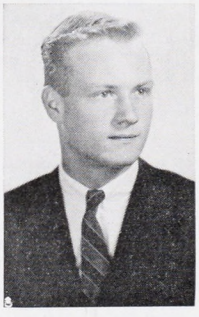
This conviction on the part of a member of the Class of 1968 that he had made a wise choice in selecting Middlebury, led *Your Family and Middlebury* to inquire why Middlebury was selected by the College's newest students.

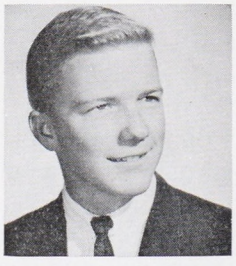
"A small New England co-educational institution" was the general reply. But why, among so many colleges did the Class of 1968 pick the "College on the Hill." Many reasons were given.

A large number of the 394 men and women who entered Middlebury this fall had heard about the College directly from another person: a guidance counselor, an alumni friend of the family, a teacher, a parent, a relative, or a graduate of their secondary school and now a member of the Middlebury student body.

Once the subject had been introduced, they began to investigate particular aspects of this particular New England College on their own.

Curriculum and cultural offerings seemed to play a large part, especially the College's broad program of liberal arts. As high or preparatory school seniors, many of these young men and women had not yet decided on a profession, and sought an overall humanities background. Some freshmen considering specifically a medical or legal or scientific career welcomed the chance to base their specialities on a "sturdy" general studies foundation. Others who had tentatively chosen a career seemed to feel Middlebury offered the best type of preparation. Several sought a background for teaching. Others noted the 3–2 enigneering program or the dental program. Future interpreters, translators, diplomats and foreign correspondents were anxious to study French, German, Russian, or Spanish and called attention to the graduate schools abroad.





Other more detailed reasons were included in the essay each freshman was required to write at the time of application on why he wanted to come to Middlebury. One had been impressed with the work of the Placement Bureau. Another like the plan of choosing a major after the freshman year rather than waiting until the end of the fourth semester.

But beyond friends and catalogues, it was a trip to the campus which convinced most young men and women that this was the particular small co-ed college for them.

Many came on a clear day in their favorite season and liked the way things looked.

They saw first the rural setting and the physical plant. Several are skiers or mountain climbers, hockey players, outdoors people and thought the rugged Vermont location ideal. They praised near-by recreational facilities, and the College's own sports offerings.

They were seeking a primarily residential college, and once on campus, liked appearence of the dormitories. Many also noted the library facilities, and even particular collections. One boy was coming to a college closely associated with Robert Frost. Others pointed to the language houses. They thought the whole was rather beautiful.

And as they walked around, they began to feel the things that made Middlebury unique. They became acquainted with the personality of the College and praised what one student called the "atmosphere of liberalism and intellectual curiosity." Middlebury seemed to a future scientist "conducive to concentrated study leaving sufficient leeway for cultural development."

They like the "friendly size," the close faculty-student relationships, the "spirit of intellectual enthusiasm." They wanted to come to a college where they would be a name, not a number. They felt that at Middlebury they would have a greater opportunity for advancement and participation in activities.

They called Middlebury a "closely united college" where a "sincere enjoyment of education" was coupled with an "unpushed," "not too stuffy" attitude. Some felt that the College also encouraged individual study and creative expression. One noted the fraternity-sororities system in which he felt there was a good balance of members and non-members. "A wholesome atmosphere conducive to learning" summarized another boy.

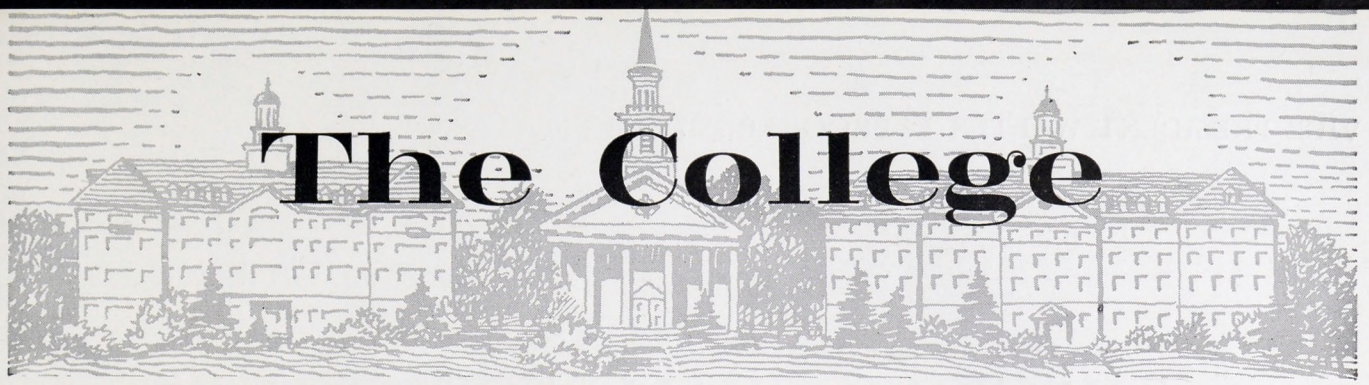
Some other particular reasons also entered the decision to come to Middlebury. Smaller travel expenses for people living in the area, opportunity to perhaps work in town. Many had been overly encouraged by their parents, and noted that they came in spite of this.

But for the most part, it was after meeting Middlebury people that the new freshmen picked us.

They called the students "warm and friendly," "enthusiastic and courteous," "of high caliber," "sincere and honest." They felt they represented a wide variety of geographic areas and ideologies. Some were also "attracted by the loyalty of Middlebury's graduates." They wanted to be like people they known who had gone here.

For many, the reasons they finally expressed were a matter of eloquence and after the fact. They had looked for certain important basic requirements—but other small New England co-educational institutions had these too. It was something in the air and in the people that they liked, but couldn't necessarily find the words to express. It was that intangible marginal "M" for Middlebury that made the difference.

Taken separately, each member of the Class of 1968 has his, or her, own slightly unique reasons for choosing Middlebury. But taken as a whole, they are all here to change and grow.



# The College

## College Opens 165th Academic Year

Middlebury College opened the 165th academic year with President James I. Armstrong addressing the Class of 1968 at the Freshman Convocation in Mead Chapel. He told the students that college should be disturbing and, hopefully, disturbing enough to cause them to examine untested assumptions and to form their own convictions, to become independent in thought and commitment. He said: "The first turmoil of unfamiliarity will soon disappear; we hope the turmoil of intellectual discovery will persist all the days of your lives."

Dr. John E. Sawyer, president of Williams College, gave the Convocation address— *Values of Liberal Learning*— published on page 9, and of meaning for parents.

The College has an enrollment this year of 1,371 students, with 793 men and 578 women from forty different states and twenty-two foreign countries.

## Admissions Officers Promoted

President James I. Armstrong has announced the promotion of Fred F. Neuberger, '50, to the position of Director of Admissions for the College, and the appointment of Miss Barbara A. Wells, '41, as Executive Secretary for the Ford Challenge Program. Miss Wells has been Director of Admissions for Women for the past twelve years.

Mr. Neuberger, formerly Director of Admissions for Men, joined the College's administrative staff in 1955 as Assistant Dean of Men. From 1958 to 1961 he was Dean of Freshman Men. His new position will include responsibility for those duties formerly administered by Miss Wells.

"Mr. Neuberger has had an excellent apprenticeship for his new responsibility," Dr. Armstrong said. "As Director of Admissions for Men he has shown a fine capacity for grappling with the complexities of the admissions work, and I am greatly pleased that he has accepted the demanding position of Director of Admissions of the College."

Before joining the Middlebury staff, Mr. Neuberger was Assistant Director of Admissions at Rensselaer Polytechnic Institute.

In making the announcement of Miss Wells' new position, President Armstrong expressed his great appreciation for the outstanding and devoted work she has rendered in the Admissions Office and said his "regret is only alleviated by the knowledge that the College will continue to have her services in a new and important capacity."

Miss Wells will play a prominent role in Middlebury's efforts to raise the $3,400,000 in new resources required to qualify for the recently announced $1,700,000 Challenge Grant by the Ford Foundation.

She was a member of the faculty at Skidmore College before returning to Middlebury in 1946 as Alumnae Secretary and Placement Director for Women.

## Campus Calendar

NOVEMBER
12–14 Religion Conference
15 Concert Lecture Series: Vermont State Symphony
19–21 Drama: "Street Car Named Desire"
21 Hockey at C.M.R.
23 Celebrity Series
Memorabilia of 1913 Armory Show Organized by American Federation of Arts—The Gallery, Carr Hall
25 Thanksgiving Recess Begins
30 Classes Resumed

DECEMBER
2 Basketball at Union
Freshman Basketball at Union (Freshmen)
3 Hockey at Princeton
4 Freshman Hockey vs. Northwood School
5 Hockey vs. Merrimac
Basketball vs. Trinity
Basketball vs. University of Vermont (freshmen)
Concert Film: "Devi" and "The Music Box"
6 Concert Lecture Series: Hungarian String Quartet
11 Hockey vs. Army
Basketball at St. Lawrence
12 Hockey vs. Bowdoin
Basketball at Clarkson
12–13 "The Play of Daniel"—13th Century Liturgical Drama
17 Christmas Recess Begins
28–30 Hockey at Lake Placid College Tournament
28–29 Basketball at the Sir George William Tournament in Montreal

JANUARY
4 Classes Resumed
5 Work done by Midd Teaching Faculty Exhibited at the Gallery, Carr Hall
8 Basketball vs. Loyala
9 Hockey vs. A.I.C.
Basketball at C.M.R.
Freshman Hockey at Northwood School
11 Hockey vs. Colgate
13 Basketball vs. University of Vermont
Hockey at Dartmouth
Freshman Hockey at Dartmouth (freshmen)
Freshman Basketball (open)
14 One Act Plays
15 Hockey vs. Connecticut
16 Hockey at R.P.I.
Hockey at R.P.I. (freshmen)
Basketball at Wesleyan
20 Basketball vs. Amherst
Hockey at Norwich
Hockey at Norwich (freshmen)
22 Basketball at St. Michaels
Freshman Basketball at St. Michaels (freshmen)
23 Classes for First Semester Ends
Concert Film: "Kanal" and "The Perfect Day"
25 First Semester Examinations Begin


## *Your Family and Middlebury*

Vol. 8, No. 4 — GEORGE H. HUBAN, *Editor* — FALL 1964

**Second Class Postage Paid at Middlebury, Vermont**

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VICE PRESIDENT WALTER E. BROOKER, '37

*Is interviewed by*

*Your Family and Middlebury on . . .*

# THE FORD CHALLENGE GRANT

President Armstrong's special message to parents and friends containing the exciting news about the Ford Foundation's $1,700,000 Challenge Grant has resulted in numerous inquiries from members of the Middlebury family. Questions asked seem to fall in a basic pattern and are reflected in the questions and answers that follow.

*Q. What is the rationale for the $1,700,000 Ford Challenge Grant to Middlebury?*

**A.** It is part of the Ford Foundation's Special Program in Education to strengthen American higher education by significant grants designed to advance the development of selected private liberal arts colleges and universities as national and regional centers of excellence. Specifically, the Challenge Program Grants are intended to strengthen an institution's total achievement in scholarship and administrative effectiveness.

*Q. What are the requirements for selection under the Special Ford Program?*

**A.** Criteria for inclusion are: a private support structure, separate administrative and legal control, strategic regional importance, strong constituency participation and support, strong presidential and trustee leadership, a tradition of scholarship, and a well-developed plan to improve liberal arts education.

*Q. What exactly must Middlebury do to receive the $1,700,000 Ford Grant?*

**A.** Obtain $3,400,000 in gifts and grants from other sources by June 30, 1967. Funds from governmental agencies and the Ford Foundation cannot be included in the $3,400,000 total.

*Q. Why does the grant have a matching requirement?*

**A.** The Ford Foundation intends the matching requirement to help Middlebury increase both the number and amount of gifts from other sources and thereby broaden the base of regular continuing financial aid from alumni, parents, business and industry, and other donors.

*Q. Will my gifts to the Alumni Fund count toward the Ford Challenge total?*

**A.** Yes. Every gift to Middlebury during the period from July 1, 1964 to June 30, 1967 will count under the matching terms. Each gift received during this period whether it be a capital gift or part of annual giving to the Alumni Fund or Parents Fund will help meet the $3,400,000 matching gift requirement.

*Q. My company matches my gift to Middlebury under a corporate matching program. Will the company gift count?*

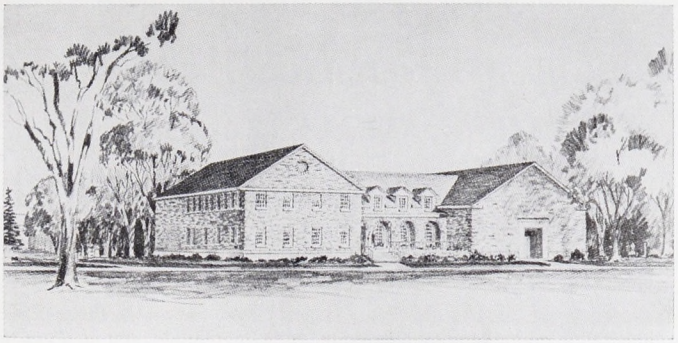
**A.** Yes. Both your gift and your company's matching gift will help attain the $3,400,000 total required.

*Q. How does the Ford Foundation set its matching terms?*

**A.** Both the amount of the grant and the matching terms are based on very careful study of the institution's present level of fund-raising ability, state of readiness for an expanded push and appraisal of projected needs in relation to past performance.

*Q. I recall a number of Ford Foundation grants to Middlebury in recent years. Can you refresh my memory on these?*

**A.** In 1956 Middlebury was one of 616 private colleges and universities to receive a Ford grant in support of faculty salaries. This amounted to $339,000. That same year the College received a Ford Accomplishment Grant of $210,500 to acknowledge vigorous effort in support of faculty salaries. Middlebury was one of 126 institutions selected to receive the Accomplishment Grant. In 1958 and 1960, Middlebury received Ford Grants of $15,000 and $111,500 in support of curriculum revaluation and the new Teacher Training Program. Now Middlebury has been selected as one of the 47 liberal arts colleges chosen from among some 800 for a Challenge Grant under the Ford Foundation's Special Program in Education.

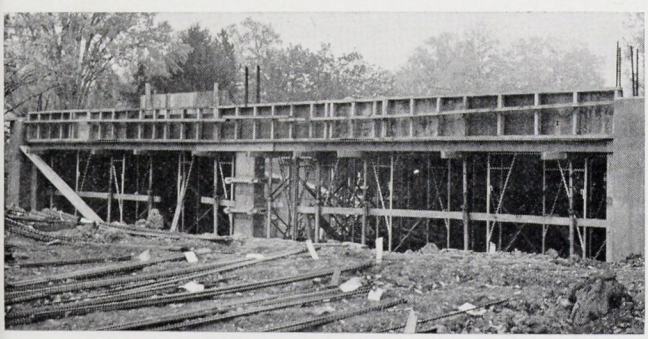


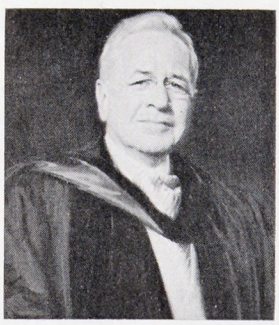
*Above, architect's sketch of the Sunderland Language Center and the Charles A. Dana Auditorium.*
*Left, President Armstrong and Mr. Dana note progress being made in the construction of Middlebury's first project in Dr. Armstrong's administration.*

# Sunderland Language Center
## and
# Charles A. Dana Auditorium
### A PROGRESS REPORT

*Above, a display of stone to be used on the exterior of the College's newest building is examined by President Armstrong and members of the Building Committee of the Board of Trustees. The stone will be native limestone from a quarry in Panton, Vt. Left to right are, Dr. Armstrong, Egbert C. Hadley, Leon S. Gay, Robert D. Proctor and L. Douglas Meredith.*

*Below, a glimpse of construction underway in early October. The Sunderland Language Center and Charles A. Dana Auditorium will be open for student use in September, 1965.*





EDWIN S. S. SUNDERLAND

The facilities of the Edwin S. S. Sunderland Language Center and the Charles A. Dana Auditorium now being constructed at the corner of College Street and Château Road will allow Middlebury College to exploit properly the new techniques in language teaching as language will come alive to students through exciting, new audio-lingual methods in which reading and writing are preceded by hearing and speaking. The College needs these new facilities to stress properly the audio-lingual phases of the different languages taught at Middlebury.

The Sunderland Language Center is named in honor of Edwin S. S. Sunderland, '11, long-time benefactor of Middlebury College. The auditorium of the Center is named in honor of Charles A. Dana in appreciation of a Challenge Grant of $300,000 from the Charles A. Dana Foundation. To qualify for this grant Middlebury was required to raise the balance of $500,000 needed for the project by gifts from alumni, parents, friends and other sources. Construction will be completed in time for use of these new facilities next fall.

The Center will contain a *(Continued on page 15)*

# Middlebury's Long-Time Faculty

## HAROLD B. HITCHCOCK

HAROLD B. HITCHCOCK, Professor of Biology, came to Middlebury in 1943. While his scholarly achievements of the past two decades command the utmost professional respect, his manner is warm, friendly and gracious. And his ready wit and good-natured risibility disarms students and colleagues alike.

Dr. Hitchcock teaches Comparative Anatomy and the introductory course in Biology. He says that the introductory course has been a challenge "trying to fit the needs of a wide spectrum of student interest and previous preparation; trying to make it demanding but interesting and substantial in content."

Since the end of World War II he has been chairman of the premedical-predental committee and has served as adviser to students interested in careers in medicine and dentistry. In his role of adviser, Dr. Hitchcock encourages students to make the most of the liberal arts offerings of the College as a broad base for their future careers.

During the last fifteen years Harold Hitchcock's life-long interest in pigeons and bats has matured into a reputation for expertise. His research interests have centered about the mechanism employed by pigeons in homing, and in the life-cycles of bats, including sex ratio, migration and role as carriers of rabies. Much of his pigeon work was done with the assistance of Robert Hunt, '49, who piloted a light plane from which homing flights were observed. In 1954 he continued his pigeon orientation studies, under a Fullbright grant at the Max Planck Institute, Wilhelmshaven, Germany where he worked with the late Dr. Gustav Kramer.

Dr. Hitchcock's interest in bats started while in graduate school, where one of his students, Donald R. Griffin, now professor of Biology at Harvard, took him on his first bat trip. Almost every winter until 1963 he has visited caves in Canada to band bats and make observations. Many Middlebury students have served as assistants on these trips. The results of the Canadian studies are being published this winter in the *Canadian Field-Naturalist*. A grant from the National Science Foundation enabled Dr. Wayne H. Davis and Dr. Hitchcock to study the migrations of New England bats intensively in 1961 and 1962. Middlebury students helped in short trips during the college year, and two undergraduates worked full time during the summer. A report of this work has been accepted for publication in the *Journal of Mammalogy*.

*Professor Hitchcock*

The recipient of grants from the Americal Philosophical Society for pigeon research and from the American Academy of Arts and Science for his study of bats, he is the author of several scientific articles.

A hard working faculty member, Dr. Hitchcock possesses first-rate academic credentials. Born in Hartford, Connecticut and a (*Continued on page 16*)

*John E. Sawyer, President of Williams College and the Freshman Convocation speaker, was awarded the honorary degree of Doctor of Letters and cited as: "A resolute defender of the sustaining ideal of the educated man, he enlarges the promise of its attainment; not through mechanical measurements alone, but through humane imagination he seeks untried ways to assure exceptional young talent the opportunity to sit on the other end of the new Log that he, as Mark Hopkins' successor, has hewn for his alma mater; a courageous and pioneering leader of a great men's college, he demonstrates fatherly wisdom by entrusting his son to the benefactions of coeducation."*

# Values of Liberal Learning

By Dr. John E. Sawyer

This article is an extract of a talk given by President Sawyer and taped for *Your Family and Middlebury* by Jennifer A. Starr, '65.

It is a great pleasure to be here, to be at a college for which I have the greatest respect . . . and high esteem for its new president. For both reasons I am here. He is a man, forthright and vigorous, who knows what matters in liberal arts education and has the courage to pursue it. And for this, you as entering freshmen, can be deeply grateful. That you perhaps may better understand some of the calls on his office, I am going to read a definition of Henry Wriston's, a long-time president of Brown, who wrote this description of a college president's duties:

> *The president of a college or university is expected to be an educator, to at some time have been a scholar, to have judgement about finance, to know something of construction, maintenance and labor policies, to speak virtuously continuously in words that charm and never offend, to take bold positions with which no one will disagree, to consult every one and follow all proferred advice, and do everything through committees, but always with great speed and without error.*

This is a freshman convocation. I don't know whether it will reassure you or alarm you if I say that the pressures of events have prevented my coming here with a formal text. It does not at all prevent my coming here with some things I want very much to say, however, and that I will try to say within an outside time of fifteen minutes. I have dealt with undergraduate audiences before and found that that is sometimes a reassuring starting point.

First of all, you are entering college, and the difference between college and prior education is a real one. In Whitehead's magnificent phrase, it is an opportunity to stand up and look around for yourself, for many of you a first opportunity, certainly a most important opportunity. In the rhythm and sequence of education, Whitehead defined an Age of Romance, from a child's wonder at the world; an Age of Precision, of commanding certain tools whether it be grammar, vocabulary, algebra; and an Age of Generalization, a capacity to use what has preceded for larger understanding. This is the world, the significant world, you are entering now and to which your eyes should be widely open.

I think in entering it, as your President has just said, it is important to be aware, and reassuring to be aware, that the next person to you in your class has the same uncertainties, at times feels just as green and lonely as you do; that the common veneer of sophistication is fairly thin in most cases and that the uncertainties you feel are deeply felt by others too. There is also a common need to control the distractions that college offers: The new freedoms, the new range of activities, and I might say, as I marched up the very attractive line toward this Chapel, I was reminded anew that the distractions at Middlebury are greater than some campuses I know. It imposes on all of you a need to set your priorities early, to decide what is important, what you want to do with your time, what in the long run you want to make of yourself. For the opportunities are rich and immense, and it is to rise and reach for them that you are here.

What then are the liberal arts opportunities? I'd like to speak of three, and I'm indebted to a neighbor of yours, John Dickey, for the formulation of one of them. First I would say you are all here because the College offers you the opportunities for development of intellectual capacity—training in skills, penetration into areas of knowledge, the development of an intellectual edge

in a particular field. I think this needs little laboring and is reasonably clear. But in pursuing it I hope you won't lose sight of two other parts of the liberal arts objectives. The first is breadth and the second is moral purpose. By breadth, I mean the developing of a comprehensive awareness of the human experience and the human environment. This is what liberal arts fight to defend, and rightfully, in order that you not be narrowed into a pre-professionalism in years in which you should be reaching out to the whole range of the humanities and sciences that can best help you understand your fellow man, the social world and the natural environment which is ours to comprehend and, as best we can, to cope with. This is the liberating opportunity of liberal learning, the chance to enlarge the limiting framework with which each of us begins life.

The other major purpose, along with intellectual capacity and breadth in the liberal arts opportunity, is moral purpose—the capacity to bring to the full range of human endeavor judgment and commitment, decision and action, including the capacity for restraint in action where that is right. Look at the lines of the litany that Chaplain Scott read this morning—the language in which objectives are set: "men and women freed into thy whole will, aroused to serve the common need"; again that, "the objective should be rather hope for new breadth of intelligence, the spirit made whole the high purpose in life." This has been a historic part of the New England college and the liberal arts tradition in America. I hope it will always be so.

These goals run far back in the Western tradition and beyond that reach deep into the aspirations of the human spirit. This summer my family and I undertook a long deferred venture of a trip abroad, six in number. After a delightful sea voyage, at times we found six people crowded together in a foreign car not only became well acquainted, but I think some members of the family might suggest all too well acquainted. From it emerged not only a family experience, but a new sense of the depth and continuity of matters I have just been speaking of.

It is exciting and moving to trace liberal learning back through history, from the newest expressions in places like the rebuilt Coventry Cathedral, with its magnificent stained glass expressing the will and aspiration of man today, back through its medieval antecedents at Saint Chapelle and Chartres. And back through their Romanesque antecedents to the extraordinary achievements of a Roman civilization, not only in such remnants as the wall across Northern England or the remarkable architectural survival in Southern France, the Arena at Nimes or the Maison Carree; but back, back, back of that.

I found two of the most moving experiences the most remote in time. One of these stands at Stonehenge, dating from three to four thousand years ago, an effort of man to build in the Salisbury Plain what is now understood as an astronomical almanac, to try to comprehend the movement of the planets and the seasons and to be able to understand and, therefore, intelligently respond to the strange universe about us. The second was farther back still, the French cave paintings in Southwestern France, in the Valley of the Dordogne, of which Lascaux is the most famous, and others in the Les Eyzies region, dating back fifteen thousand years ago, as early efforts of the human spirit. Just think what we are going back to—when the last of the great ice sheets pressed down across Northern Europe, across Britain, the North Sea and Northern Germany and led to this vigorous Stone Age culture in Southern France and Spain. Here one finds in these caves carvings and paintings, bold, colorful, done with feeling, reflecting the early aspiration of man to comprehend his universe, to bring order to it, to try to shape it, to express his aspirations and his goals.

This is the continuity of things in back of us that points to what we are about today. I would just like to speak in the closing few minutes of what I feel is its intense relevance for today. The liberal arts education in which you are engaged, in my judgment, has never been more relevant and in a very real sense never been more practical than it is right now.

The world is becoming more complex. The accelerating pace of obsolescence of information means that what is really durable in lives on this earth is the capacity to see and think, to understand and respond, to analyze, judge, and act. These are the capacities toward which liberal learning is directed. A vice president of a major electrical manufacturing firm recently said of the technical knowledge coming out of the best engineering schools, that half of this knowledge will be obsolete in ten years and the other half not yet known.

No one can now give you finite answers to questions and problems that you are going to have to face in your life. What you can try to develop at Middlebury College and other institutions of its kind across the land, are the resources, the elasticity, intelligence, breadth, and moral purpose to cope with the changing problems you are going to have to face.

The world needs the capacity to comprehend change, to bridge the lines of cleavage, to transcend the breakdowns of communication that divide and separate components of this expanding, exploding culture. All of this is important for you as individuals in your personal development (*Please turn to page 16*)

# The Dean Reviews Aims of the College

## "THE BLUEPRINT OF THE COLLEGE'S FUTURE"

By Dr. Thomas H. Reynolds

LAST YEAR President Armstrong said "Middlebury College is committed to liberal education leading to an understanding of man and the complex world in which he lives. This commitment springs from the belief that the liberal arts and the liberal sciences are a way to prepare men and women for full and responsible lives as citizens who think and act with intelligence and sensitivity. Therefore, at Middlebury we must stretch every means we have to keep the liberal arts liberal while recognizing that we must prepare many, if not most, of our young men and women for graduate and professional schools. To this end our aim must be to nurture the capacities and powers of our students in rational thinking, curiosity, imagination, and sensitivity and to direct these human energies not only toward the intellectual life of man but also toward social responsibility and leadership."

How do we at Middlebury translate this high aim into the reality of everyday life? For this is our job, the blueprint if you will, for our near future.

The best starting place perhaps is to examine the components of Middlebury as it is today. What are these components? Quite obviously they include the Board of Trustees, the President and his administrative staff, the Faculty, the Students, the Alumni, and the material facilities of the College. We might well add the body of tradition and custom which is part of our heritage. Each of these factors is important by itself and each is inextricably combined with the others in the functioning of the institution. Because of this inter-relationship, President Armstrong quite rightly said "the quality of our educational program depends on the human base especially the Faculty"; and while I would like to briefly mention some of our plans for the student body and for the expansion of necessary facilities, it is to the problem of strengthening and sustaining the Faculty that I would like to speak most directly. A college after all is no better than its faculty and in many ways a college quite literally is its faculty. How then can we strengthen this all-important component of our institution?

First, the Faculty must be expanded to meet the demands of a growing curriculum and to adjust the inequity of load distribution which from time to time appears in any college. We will be continuing the process of self-analysis at the Department and Division level which has already resulted in a number of new departmental programs and which will be one guide for the necessary expansion of our Faculty.

Secondly, we must improve our Faculty salary structure and provide, in addition, an ability to recognize and reward merit. Salary improvement alone cannot guarantee us the kind of Faculty we must have but it is an important consideration. We cannot realistically expect our Faculty to be the equal of the best in the nation unless we are prepared to support them financially as other colleges and universities do.

Third, we must develop an extensive program of leaves of absence with compensation for our Faculty in order to enrich both the life of the College and the individual members of the Faculty. A committee of the Division Chairmen is hard at work at the present time planning the outlines of such a policy. In general it will attempt to free all the members of our Faculty above the rank of instructor periodically so that they may enrich and improve themselves in a whole variety of projects some of which may include research in their disciplines. In addition to this, the College has already established and hopes to expand a small fund to provide individual faculty members with research grants to help them carry on their work outside the classroom.

While these things are perhaps basic to the recruitment and sustenance of a fine Faculty, there are other things which will have to be considered closely along with them. For example, most Faculty in the nation today must have facilities at their home institution with which to carry on their own work. In the Sciences this means more equipment and more Faculty research grants. In the Humanities and Social Sciences and perhaps the Languages it means at least a (*Please turn to next page*)

Excerpts from an address given by the Dean of the College to the combined Alumni-ae Councils during Homecoming Weekend this fall.

## THE DEAN REVIEWS AIMS OF THE COLLEGE

(*Continued from page 13*)

steady increase in the quality of our library facilities. Besides this, we hope to establish a system of exchange professorships, possibly in connection with our leave program, which will bring good Faculty members to Middlebury while permitting our own Faculty members the broadening experience of teaching in other environments. And finally, we hope to establish advisory councils at the division level with whom our own Faculty may exchange ideas concerning the latest developments in undergraduate teaching in their various fields.

All of you I know are vitally interested in the College's plans for the student body. Last year, in conjunction with the Ford Foundation application, Middlebury's Trustees determined to increase the size of the College over the next ten years. In part this is to pick up Middlebury's share of the growing demand for educational resources at the college level within our nation and in part to better support the kind of educational facilities which we need on this campus regardless of the size of our student body or Faculty. The present size of the College is approximately 1,350. Within ten years we will move to 1,800 an increase of 450.

It is not expected that our students will differ much from those we now have. Middlebury's average (mean) college board SAT scores are now the equivalent of most top colleges in the East. The search which the Admissions Office must conduct is not merely for students who will continually push the SAT average higher but rather for those who can best take advantage of this kind of an education. We will, I am sure, be looking for young men and women in all kinds of categories and you will find that a boy or girl with a relatively low SAT score but a demonstrated ability to do well something constructive will be admitted as easily, if not more so, than the higher SAT student who seems to have little interest in life and no sense of direction. Quite obviously, however, education at Middlebury is a cooperative venture. Students learn much more here than they do solely in the classroom. They learn particularly from each other and it is for this reason that we must make sure that we have a steady stream of youngsters from different geographical areas, different social and economic strata, and with differing points of view, outlooks, and interests. This means, among other things, that we will have to increase our ability to aid students who cannot completely pay their own way. We must do this not only for their sake but for our own because whatever we may do for them they improve the quality of our education by breaking up what might otherwise be a completely homogeneous social and economic constituency. For the same reason it is obvious that we must reach out and attract foreign students. We hope that we will be able to help those students with their education. We know, however, that they will help our students by merely being here. We will see a student body at Middlebury much like the one we have now but perhaps more diversified, more dedicated, and more eager for the opportunity which they may find here.

I do not intend here to talk extensively about Middlebury's need for physical facilities. In general we see around us in the improvements of the last decade a tremendous growth in physical plant. Even now, with some exceptions, we can say that we have the plant necessary to do the educational job we foresee. We do have some gaps; however, we are filling them at the present time. You have seen the new language center going up across from the Chemistry Building. We expect to be in it by the time you return next fall. In addition, small planning groups are already discussing the need for and nature of a new Science Center at Middlebury. As you know, our Natural Science facilities date back to the beginning of the present century and are beginning to be woefully out of date. We believe that the Natural Sciences are as an important part of the Liberal Arts Program as any other. If we are to continue to teach the Natural Sciences we can only do it at a standard of achievement commensurate with the standing of the rest of the College. We must improve our Science facilities and the next year will see some intensive planning for bringing these into being.

Besides this it has become quite apparent in the last few years that the facilities of the Departments of Music and Fine Arts are inadequate. Under the vigorous leadership of Professors Carter and Healy they have demonstrated their critical importance in our Liberal Arts curriculum. The Arts, and in particular these Arts, must be fostered and a small planning committee is now going about the business of making preliminary plans for a project which will eventually lead to the construction of an Arts and Music Center for Middlebury. As is the case with the need for a new facility for the Natural Sciences we must consistently maintain the high level of our teaching program. The committee has not yet reached the stage of building designs, but when that comes, full advantage will be taken of the obvious connection which can be made between a Music and Arts Center and Wright Memorial Theatre.

There are other projects with which we will be concerned in the next half decade. Quite obviously the addition of 450 students means that the college must put its best effort into plans for housing these students. It may well be that we will explore the obvious relationship which can exist between residential environment and learning.

It must be clear to all that the immediate future for Middlebury contains one of the greatest challenges the College has ever faced. This challenge asks us to bring from the New England heritage of this college town an institution which can contribute to the solution of the myriad problems of our time. It is a national challenge with implications beyond those of mere nationhood. I think Middlebury is worthy of this challenge and will rise to the expectations of those members of her community who have ever had faith in the vital forces long maturing in these Vermont hills.

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## THE STUDENT-TEACHER RELATIONSHIP

(*Continued from page 4*)

present state is profoundly different.

There are so many sources of the difference that it would take an hour to catalogue them. Let me mention only two.

One source is the development over these past thirty years of a wholly new kind of economic analysis which we call Macroeconomics. It was originated mainly by Keynes in the middle 1930's in an effort—and a brilliant one it was—to render intelligible to theory, that is to say to make understandable to the mind, the awful sequences of the great depression. From that beginning the new approach has been elaborated and improved so far that it has become the standard approach in appraising the overall condition of the national economy. Practically every appraisal or forecast of the American economy, whether undertaken by the Joint Economic Committee of the Congress, the Prudential Life Insurance Company or the Chase-Manhattan Bank, is made on the basis of Keynesian economics. It provides the substance of a major part of our instruction. It makes up roughly a half of any competent elementary textbook.

A second source of the difference between Economics today and what it was earlier is the recent rapid development of quantitative techniques. Much of the reasoning of economic theory is essentially mathematical, and it can be done with greater precision and with greater speed when it is done mathematically. This is a simple fact. It is also a fact that much of the information with which economists work is statistical, and that the quantity and reliability of the statistical data available to us have increased enormously. The union of the mathematical economic theory with statistical data and techniques accounts for the new and growing science of Econometrics. This is only beginning to make an appearance in text books today, and only those at advanced levels. But in a very short time it will take the place of much of the verbal material in elementary texts, too.

Now what, you may ask, has this got to do with the student-teacher relationship and the process of learning? The point of my example from Economics is this: learning is not a matter of becoming familiar with any body of existing knowledge; it is a matter of extending knowledge. It is not good enough for a student to think of his task as one of soaking up what is in his instructor's head—or more likely in his notes. His task is to cultivate a knowledge of his own. That is learning. He must develop the capacities which are within him of observation and reflection; he must strengthen by practice his powers of imagination; he must seek out and define his problems for himself and he must try to work out his own intellectual solutions. Only when he commences doing that is he engaged in learning. Before that what he is doing is merely rote!

The task of the teacher, on the other hand, is to get done with the rote stage and into the learning stage as quickly, but also as soundly, as he can. There is no slick formula to tell how that is to be done. It cannot be done by doing at once what is called "putting the student on his own." If that could be the solution there would be no need for colleges nor for teachers. Neither can it be done by holding the student word by word to what is "in the book." Too insistent a stress upon authority is bound to curb independence. About all that can be said, though it is not in practice very helpful, is that the teacher must try to attain a *modus vivendi* in which there is an active, disciplined and purposive interchange between himself and his student.

I seriously doubt whether a teacher can promote the practice of independent investigation on the part of his students which I mean to imply unless he practices it himself. He might be a good *instructor* without that, but he is not likely to be a good *teacher*. Nobody would expect to learn how to draw simply by looking at pictures; he learns by working with an artist who draws. How then could we expect a student to learn how to do economic analysis except by working with a teacher who is himself an economist doing economic analysis? I have never been able to understand why there should be any question about this.

It is not as if there were nothing needing to be done. To a very significant extent, modern economics has developed as a result of the study of actual problems. And there is no end of them. As we sit here this morning the balance of international payments of the United States is still in a precarious position; there is much discomfort about the adequacy of the world's monetary system; there is a question also concerning the implications of the European Common Market for economies elsewhere; there is no little worry about the condition of the Federal finances; there is serious concern about the obstinacy of regional unemployment. There are, in short, problems wherever one looks. There are not only the "practical" problems such as those I mention, but also the "theoretical" ones with which academic economists are depended upon to wrestle.

There is lots of work. There is no end of it. And knowledge will grow as the work proceeds. Learning is a continuing process, a perpetual activity, a thing of life. The student-teacher relationship, if it is to amount to anything at all, must be an engagement in that activity, a joint venture in that life.

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## SUNDERLAND LANGUAGE CENTER AND CHARLES A. DANA AUDITORIUM

(*Continued from page 9*)

language laboratory comprised of sixty-three individual cubicles necessary in Middlebury's language teaching method. The cubicles will be divided among three floors with twenty-one cubicles to a floor. They will be air conditioned and serviced from a central control desk. A tape library will also be available.

Provisions have been made for the future installation of a linguistics laboratory in the lower floor of the Center.

The Dana Auditorium, with accommodations for 260 students and designed primarily as a center for audio-visual instruction in the Language Division, will also be used by the whole college for many purposes. The auditorium with acoustics as perfect as can be designed, will be used extensively for slide and motion picture presentations. Large classes of language students will meet once a week here for explanation of language problems and instructions on the week's assignment in the Center's sixty-three cubicles. A double-glass window in the recording studio will look down upon the Dana auditorium stage, to permit the recording of any activity there, such as demonstrations, discussions, or songs. It will be used in the evenings for lectures, debates, small concerts, recitals, or films.

Your Family and Middlebury

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# With Our Faculty

*Mr. Swift*

THE VACANCY created in the office of the Dean of Men by Professor Thomas H. Reynold's new appointment as the first Dean of the College has been filled for the year 1964–65 by the announcement that Frederic W. Swift will be the Acting Dean of Men. Mr. Swift has been a Lecturer in Psychology since 1956 and brings to his new office the experience of several years as Chairman of the Freshman Counseling Committee. Dean Reynolds commented on Mr. Swift's acceptance of this important post as follows:

"Middlebury is indeed fortunate to have the service of Professor Swift as Acting Dean of Men for the forthcoming year. Not only does he bring to the office a wealth of personal ability and sympathetic understanding of undergraduate problems but his previous service on the Freshman Counseling Committee has given him an insight into the functions of his new position which will insure the continued efficiency of this vital office."

Mr. Swift holds A.B. and M.A. degrees in Psychology from Harvard University and a second M.A. in educational sociology from New York University. He served four years as Associate Professor of Psychology at Washington and Jefferson College and had previously taught at Hofstra College on Long Island. He is a member of the American Psychological Association, the Society for Psychological Study of Social Issues and the American Association for the Advancement of Science.

## MIDDLEBURY'S LONG-TIME FACULTY

(*Continued from page 10*)

graduate of Phillips Exeter Academy, he studied for his A.B. degree at Williams College and his M.A. degree at Harvard University. After two years as a full-time assistant in Biology at Williams, he returned to Harvard where he did his thesis work in the field of experimental morphology under Dr. Herbert W. Rand and received his doctorate in 1938.

Before joining the Middlebury College faculty, Dr. Hitchcock taught for five years at the University of Western Ontario, London, Canada. As a hobby he has tried to track down the Vermont panther, interviewing or corresponding with persons who believe that they have seen the elusive animal. It should be noted that the Vermont panther is not the black panther, Middlebury's mascot, but the native catamount, mascot of the University of Vermont.

## VALUES OF LIBERAL LEARNING

(*Continued from page 12*)

in the process of self-education, in sorting out the qualities in men and ideas that make the difference. All of it is also important for your world, for your country and for the whole human enterprise. This is the heart of the liberal arts opportunity: Building the capacity for continued growth, in young lives, that they may more fully realize their humanity.